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ABSTRACT

Because Nigeria's original secondary education system transmitted the alien British culture of power and status, it was only able to help a small percentage of Nigerians receive the preparation necessary for their adult lives. The Curriculum Conference of 1969 developed a new national educational philosophy based on prevocational curriculum innovation. Nigeria's teacher education curriculum was subsequently revised to provide teachers with the intellectual and professional background necessary to further innovation in the country's prevocationally oriented secondary school curriculum. Although teacher education is traditionally based in the college of education and school system for which the teachers are being trained, a basic premise of the prevocational curriculum is that the economic and social community constitute curriculum materials. Nigeria's new teacher education curriculum has thus been geared toward extending its contextual boundaries to include those economic and social institutions and settings that are related to the subjects being taught at the college of education. Because the curriculum has the multiple objectives of developing not only factual/conceptual knowledge but also skills and behaviors for learning, teaching, and doing, it incorporates the process of contingency pedagogy and recognizes the needs of prospective teachers as adult learners. Other important aspects of the new pedagogy are its horizontal and vertical view of the map of learning and its shift toward continuous assessment of prospective teachers, which implies a shift in emphasis from selection to stimulating effort and developing individuality. (MN)

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THE TEACHER EDUCATION CURRICULUM
IMPLICATIONS OF PREVOCATIONAL SCHOOL INNOVATION

Okpete R. Kanu

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THE TEACHER EDUCATION CURRICULUM

IMPLICATIONS OF PREVOCATIONAL SCHOOL

INNOVATION

by

OKPETE R KANU

Paper Presented at The International Conference on

VOCATIONALISING EDUCATION

at

THE UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

7-9 May 1986

ABSTRACT

This paper presents a teacher education curriculum model for the prevocational school innovation in Nigeria. The model was derived from an analysis of the National Policy of Education, the literature on teacher education curriculum, current theories on curriculum implementation and several years of experience in educating and training teachers.

The resultant curriculum is a complex system made up of

i goals/objectives that focus on developing in trainees intellectual and professional background that is adequate for their assignment and for adaptation to changing situations.

ii Contex that consists of the College of Education, the school system and the community all linked in mutually beneficial interrelationship.

iii Input of College tutors who are academically and professionally prepared for educating teachers, - students who possess above average academic ability and are favourably oriented to teaching as a career.

-Curriculum content consisting of the core concepts and practical manifestations of the prevocational innovation.

-Appropriate equipment and other material resources.

IV Teaching and learning activities that emphasise the use of varied teaching modes through student self direction and inter-learning.

v Evaluation that is oriented to improving learning, recognizing and developing individual's particular strengths. It is this type of comprehensive and all-involving curriculum that can meet the prevocational agenda of improving schools and society.

TEACHER EDUCATION CURRICULUM IMPLICATIONS OF PREVOCATIONAL SCHOOL INNOVATION

INTRODUCTION

The 1960s that marked the onset of political independence in Africa was accompanied by a zeal to put right what were considered the wrongs of alien administrations. There emerged a burning urge on the part of African governments generally, to reorient and revitalise Western education so that it begins to serve the vital interest of African nations. "Curriculum irrelevance" was seen as the bane of the education systems and "Curriculum innovation" appeared to be the obvious answer. According to the Final Report of the Conference of African Ministers of Education on the Development of Education in Africa, the curricula in African schools were in line:

> Neither with existing African conditions nor with the postulates of political independence nor yet with the dominant features of an essentially technological age or the imperatives of balanced economic development involving rapid industrialization.

The newly independent nations drew up a programme of educational development in which secondary school curriculum innovation took a prominent place.

BACKGROUND TO SECONDARY SCHOOL CURRICULUM INNOVATION

At the time in question, secondary education in these nations was modelled on patterns in the colonial metropolis. That pattern was based on the classical humanist theory of knowledge the rationale for which was that worthwhile knowledge consists of knowledge of content specifics as embodied in the academic disciplines, particularly, classics. That theory of knowledge distinguishes between 'pure' and 'applied' knowledge and manifests the belief that only 'pure' knowledge is worthy of a truly educated person. The curriculum of the Nigerian secondary school was accordingly academic-subject based. It was also

purely literary and transmitted the alien British culture of power and status. Because of the purely academic nature of the curriculum only a small percentage of Nigerians (as elsewhere) received from secondary education necessary preparation for their adult lives. People generally saw the operation of such education as unacceptable for independent Africa on the grounds of both equity and social returns.

An ILO Agency Report of 1971 reflects the widespread disenchantment with the prevailing secondary curricula thus:

> The kind of secondary education which was appropriate at a time when all the products of secondary schools could be absorbed into middle class occupation becomes glaringly inappropriate now that some 30% or 40% of each group receive 10 years or more education... Instead of becoming adapted as instruments of general education, the secondary schools retain their single minded concern with qualifying pupils for white collar jobs.....1

In Nigeria, the secondary school curriculum was also seen as projecting a narrow paradigm of knowledge. Ozoro (1973) explains:

> Anyone who is familiar with the Nigerian secondary school system will readily see that we still retain the view that human beings can be divided into those capable of a life of reason and those capable only of desire and work. The first group we send to secondary grammar schools and the second group who necessarily (it is implied) must be of inferior stamp, we send to technical training schools, trade centres or to train as apprentices in practical skills. One immediate consequence of this dichotomoy is that some of our most talented young citizens are completely ignorant of the rudiments of technology...2

The focus of Ozoro's attack was the distinction, inherent in the classical secondary education tradition between 'pure' and 'applied' knowledge.

It was against this background of international and national disenchantment with existing secondary school curricula provisions that Nigerians embarked upon a reform of their education system. As Adaralegbe (1972 ed) reports, Nigerians gathered at the

Curriculum Conference of 1969 derived educational objectives for the new Nigeria from existing national developmental goals - that of the Second National Development Plan. So the new national philosophy on education on which the prevocational curriculum innovation was based derived from previously set development goals. Education however was now to equip each individual "to contribute to build Nigeria into a technologically and industrially bouyant and democratic nation".[4] Such democratised education implies an open-ended view of knowledge and knowledge disemination which contrasts with the prevailing concept and practice in education the latter of which Skilbeck (1976) characterises as the Categorical Content Model of teaching.[5]

THE PREVOCATIONAL SECONDARY SCHOOL CURRICULUM

It was on the educational objectives derived from existing developmental goals that the Adebo Commission set up in 1973 carried out its task of assessing Nigeria's prevailing education system, and recommending how it can be managed to discharge its new role. The outcome of the Commission's deliberations and the changes made to it in a number of subsequent seminars and ministerial consultations were put together into the white paper that is the National Policy on Education 1977, 1981 revised.

The recommendations of this policy document embody several dimensions of educational innovation. The most critical and complex of these relate to the secondary school system. In respect to secondary education, the policy document provides as follows:

i a specified list of purposes, of secondary education that focus on developing learners' knowledge, skills and attitudes with a new view to equipping them not only for higher education but also for useful living after school.

ii a reorganised system of secondary education to a two tier system of three years of junior and three years of senior secondary - a 3-3 system.

iii diversification through prevocationalization of of the curriculum of the Junior Secondary school.

iv Lifelong education as the basis of education practice.

v Evaluation by continuous assessment.[6]

The significant theoretical issues embodied in these provisions are the concepts diversification, prevocationalization, continuous assessment and life long education.

Lillis and Hogan(1983) show that curriculum prevocationalization is but a variant of diversification and involves the introduction of compulsory work related (prevocational) subject content into a predominantly academic core curriculum Graney's (1967)[8] analysis shows that prevocational education is distinct from vocational and technical education. Prevocational education aims, unlike the latter, not on preparing its clients for a vocation but creating in them some awareness of and orientation to vocations on the basis of which they may decide to acquire the knowledge, skills and abilities necessary for practising the vocation. If, as Graney shows, vocational and technical education are concerned mainly with learning to practise an occupation with technical education requiring prior completion of secondary education, neither can properly form part of the Junior Secondary education.

In an undated Handbook on Continuous Assessment by the Federal Ministry of Education, continuous assessment is defined as:

> "... a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes account, in a systematic way, of all his performance during a given period of schooling; such assessment involves the use of great variety of modes of evaluation for the purpose of guiding and improving the learning and performance of students.9 "

In a sense, Continuous Assessment can be seen as the use of evaluation to inform teaching and learning activities. The principle, however, makes some large assumptions, namely, that teachers have skill in evaluating all domains of learning, that test questions are differen-

tiated accordingly, that teachers have uniform standards of assessment and that institutions systematically keep records of individual student learning activities.

Lifelong education is a global concept embraced by UNESCO in the 1970 as an organising framework for ensuring greater interrelationship of formal learning and the activities of living. According to Dave (1973)[10] lifelong education is manifested within institutions by Guided Learning, Self Directed Learning and inter learning modes. Guided learning is explained as the process of learning through direct formal instruction. In self directed learning, the learner takes active part in promoting his own learning. In interlearning two or more persons learn by frequently exchanging roles as teacher and learner.

Articulation of the lifelong education concept in the Nigerian context by Avoseh (1984)[11] and Eluwa (1984)[12] see it as the process by which a learning programme is taught so that the learning and the activities of life out of institution are integrated. That implies both horizontal and vertical views of the map of learning that is particularly important in teacher education since what trainees are taught would be related to actual school teaching needs and therefore linked with their post-training life.

Indepth analysis of the National Policy on Education provisions for secondary school shows that it is characterized by:

i a broader view of what constitutes useful knowledge.

ii emphasis on the environment as curriculum material.

iii ecclectic pedagogy composed of guided, self directed and interlearning modes.

Guided learning tends to be categoric while self directed and interlearning modes are process based. Given the multiple instructural objections of the prevocational curriculum, all three modes are

necessary for its implementation. As shown from the literature on teaching methods - Dubey et al (1980)[13] and Joyce et al (1972)[14] for example - the different teaching modes are efficacious for teaching of knowledge specifics, skills and attitudes. To implement the new curriculum therefore demands the flexible use of guided, self directed and interlearning teaching modes. By their structures, process and conditional requirements as shown by Dave it is deemed appropriate to refer to this flexible teaching approach as Contingency Pedagogy. Its underlying principle is that contingent upon the variables in the teaching context, a teacher may decide to use guided, self directed or interlearning modes.

It is evident that the core of the prevocational curriculum innovation is an approach to teaching which seeks to ensure that schoolers acquire not only factual/conceptual knowledge but also skills, attitudes and behaviour that enable them to continue to learn and so to adapt themselves to changes in their life circumstance. That is the novelty in the prevocational curriculum. It is an innovation that transcends the education system and attempts to change life in society.

TEACHER EDUCATION AND THE PREVOCATIONAL SCHOOL CURRICULUM INNOVATION

> "...any serious desire for progressive education", declared the Social Studies Group of the Nigerian National Secondary Education Curriculum Workshop, vol 1.5 1977, "has to begin with the production of desirable teachers in the light of our identified and quantified needs and objectives... The priority area or sector in our educational evolution is the development of a dynamic, sensitive and adaptable teacher education programme conceived and hatched on the revolutionary principle of educating for creativity, utility and national development".

This view has official Nigerian educational imprimateur. The main Report in which it occurs is published by the Nigerian Educational Research Council while the National Policy on Education (1977 revised 1981) articulates the same stance in the statement that "...no education system can rise above the quality of its teachers."[15]

This is followed in the policy document by a list of the purposes of teacher education as follows:

a) produce highly motivated, conscientious, and efficient classroom teachers for all levels of our education system;

b) encourage further the spirit of enquiry and creativity in teachers;

c) help teachers to fit into the social life of the community at large and to enhance their commitment to national objectives.

d) provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world.

e) enhance teachers' commitment to the teaching profession. [16]

Indepth analyses of these global and idealistic expectations of teacher education show that their realization depends on a number of factors that are extraneous to teacher education. Sub Item 58c, for example, seeks to help teachers fit into the social life of the community at large and to enhance their commitment to national objectives. Commitment involves personalizing an ideal through understanding and accepting what the ideal is all about and opting for that which represents the ideal, in any given situation. It is not clear how a teacher whose salary payment may be delayed every month can understand, accept, personalise and opt for most of the time, the "national objectives". It is even less clear how teacher education curriculum can help such a teacher to feel part of the society that so delays dispensing basic fundamental rights. Realization of the objective specified in sub item 58c is thus linked to more powerful variables lying outside the control of any teacher education curriculum.

Analysis of the other objectives reveal similar interrelation of their realization with other more powerful societal variables. The one exception is sub item 58d which seeks "to provide teachers with the intellectual and professional background adequate for their assignment and to make them professionally adaptable to any changing situation". The production of such teachers is in fact the raison d'etre of teacher education. A professionally and intellectually adequate teacher is essentially a continously creative enquirer and as a result is by definition adaptable. In the context of the prevocational curriculum innovation, these are relevant attributes of the teacher and are synonymous with being educated for "creativity, utility and national development".

A TEACHER EDUCATION CURRICULUM MODEL FOR THE PREVOCATIONAL SCHOOL INNOVATION

Given the foregoing prime goal of teacher education in Nigeria, pertinent questions become:

i What are the possible components of a curriculum designed to develop teacher qualifications needed to attain prevocational curriculum innovation in schools?

ii What are the possible characteristics of components of such a curriculum?

Such a teacher education curriculum would not only equip its clients with knowledge and skills to implement established curricula but also innovative ones. A major feature of that type of curriculum is that it would be closely linked with the realities of both school and community.

From the review of literature the main components of the teacher education curriculum are identified as

Goals/Objectives

Context

Input

Process

Output

Evaluation

Goals are the long term aims which provide the foci for educational activities. The general statement of aims are translated into specific statements of achievement targets expected of educational institutions within a specified period of time. These specific statements are the objectives. As output , objectives are in the form of teacher professional behaviours. Curriculum input refers to human and materials elements that go to determine curriculum outcomes - space, time, teaching resources, content materials as well as the tutors and student teachers. Curriculum Process consists of the teaching and learning activities that occur in anticipation of changed behaviour. Evaluation consist of the activities by which changed conditions are determined and assessed. It is a component that informs all the other curriculum components. The teacher education curriculum is thus a comprehensive system.

Pandey and Otaala (1982) projects such a view of the teacher education curriculum when they describe it as:

I much wider and more complicated than the syllabus of that college:

(a) it has aims and objectives, plans (including syllabuses, timetable and organization), teaching methods and learning activities, teaching and learning materials and an evaluation system incorporating the formal and informal means;

(b) linked at every stage with the curriculum of the schools for which it prepares teachers and

(c) part of a wider curriculum for teacher education.

II meeting three types of needs: the needs of the schools, the

needs of students as individuals and the needs of communities and the nation.

III Wholes, as something much more cohesive, concerned with and based on the broad competencies which need to be achieved by the teacher rather than an amalgam of separate subjects or topics to be covered.

IV Meeting priorities which include:

a) survival priorities that a beginning teacher needs in ...

b) academic priorities so that teachers are competent at least in the core curriculum for all children in the country...17

Teaching approaches, given such a curriculum, are ecclectic, defy prior specification and are taught through example rather than precept.

The general realization that school innovation depends on appopriately innovated teacher education curriculum is little reflected in the international movement for school improvement. In the Nigerian case the only measures so far taken to ensure that new teachers are competent to teach the prevocational school curriculum is the introduction of work related subjects into the curriculum of colleges of Education. How adequate such a measure is remains to be seen.

PREVOCATIONAL TEACHER EDUCATION CURRICULUM: CONTEXT AND ORGANIZATIONAL STRUCTURE:

Curriculum contexts refer to the necessary geographical and social environments in which the curriculum is implemented. The context of traditional teacher education generally consist of the College of education and the school system for which the teachers are trained and communication is often unidimensional from the college to the schools. A basic premise of the prevocational curriculum innovation however is that the economic and social community constitute curriculum

materials. Contingency Pedagogy assumes that. An important implication of prevocationalization for teacher education context is an extension of its boundary to include those economic and social institutions and settings that are related to the subjects being taught in the College of Education. For Imo State of Nigeria, examples of such institutions and settings are agricultural extension service stations, (for Home Economics students) and government offices (for Business and Secretarial Studies Students).

The efficacy of curriculum contexts depends on the quality of the social relationships within it. The more mutually beneficial the interaction between the personnel, the more effective the context as an environment for teaching and learning. The social climate of traditional teacher education curriculum context is mutually exclusive as relations with schools is merely one of convenience and communication is unidimensional from the college to the school. That reflects the prevailing education culture of status hierarchies. Given that culture, there are bound to be tensions if and when, as required by prevocationalization, prospective secondary school teachers are required to interact with typists and stenographers as part of their learning programme.

In addition to changes in the location and social make-up of teacher education personnel, curriculum prevocationalization calls for changes in the organizational arrangements for teaching and learning. Such changes are in the direction of time-block teaching periods (instead of the prevailing hourly arrangements) and individual and group teaching and learning.

PREVOCATIONAL CURRICULUM INPUT

Prevocationalization requires different calibre of college tutors and students, different subject content structure and the introduction of new equipment and gadgets into the classroom. There is abundant

literature evidence from both developed and underdeveloped countries specifying appropriate characteristics for the human input into teacher education. The Report of the Conference on High Level Teacher Training in Africa (1970), and H M I Discussion Paper - Teaching In Schools: The Content of Initial Training (1983) are some of the sources which have specified above average academic, professional qualifications and/or orientation to teaching as necessary criteria.

Studies by Dodd (1970)[18] and Hawes (1979)[19] in respect to the underdeveloped countries however show that the calibre and qualification of teachers' college staff are generally low and therefore constrains innovation implementation. There has been a general improvement in the academic qualifications of College of Education teaching staff in Nigeria. That however may not be sufficient requirement for the role of educating and training teachers. In both developed and underdeveloped countries the professionally qualified among College of Education staff tend to have undergone no more than the standard postgraduate programme in Education. It is questionable whether that programme provides adequate, if any preparation for educating teachers. The prevailing situation in Nigeria and other countries is that high academic degrees are assumed to confer professional educational expertise. That situation has proved unable to bring about change in educational practice. The prevocational curriculum innovation addresses the question of pedagogic change. It therefore implies a need for a programme of professional education for College of Education tutors such as enables them to initiate, sustain and supervise change implementation processes.

Besides the human element there are also the content and materials and equipment. Hawes (1979)[20] shows lack of consonance between college content and school needs. Cropley (1981)[21] has

shown that the extent to which an innovative idea is reflected in the curriculum content materials is critical to the institutionalization of that innovation. His study shows that the key concepts as well as the practical manifestations of the innovation being introduced need to be integrated into the entire curriculum of the innovating institution. For the prevocational innovation this implies that the theoretical concepts and the practical manifestations of prevocationalization, lifelong education contingency pedagogy and continuous assessment need to be integrated into the total curriculum of teacher education as core. Not only should work related subjects become part of the subjects offered. The core concepts of the prevocational innovation should be incorporated into all subject areas and content taught by means of contingency pedagogy. Furthermore content taught should relate to school teaching realities. Prevocationalization implies the introduction and use of relevant equipment and materials in class teaching and learning. In Imo State where the main prevocational offerings are Home Economics and Business and Secretarial Studies, a reasonable number of sewing machines, typewriters, cookers and other necessary equipment need to be placed in each classroom/workshop if students are to get the practice that would make them professionally adequate in teaching their subjects.

PREVOCATIONAL CURRICULUM PROCESS:

The prevocational curriculum has the multiple objectives of developing not only factual /conceptual knowledge but also skills and behaviours for learning, teaching and doing). Developing knowledge, skills and behaviours call for the use in teaching of different methods. Hence the provided curriculum process of contingency pedagogy.

Teacher education is part of adult education;prospective teachers are

therefore adult learners and as Asubel (1968) shows they bring with them to learning situations repertoires of knowledge, learning skills and behaviours. Appropriate method for teaching them has to be those that stimulate and facilitate students' use of their own repertoires of knowledge towards the defined objectives of particular lessons. Such methods are the process-based methods of self directed and inter-learning. The pedagogic implication of prevocationalization in teacher education is drastic reduction in tutor talk and greater use of student self directed and interlearning. There are implications here for materials - availability, time tabling of courses, class structures, etc. For example, if students have to inquire on their own, they need to have previously acquired the necessary skills and have the source materials to do so; above all they need to possess the 'mentality for such style of teaching. These are very complex issues that touch on all aspects of the education culture of society. Yet they are some of the implications of contingency pedagogy.

An important aspect of the n ew pedagogy is its horizontal and vertical view of the map of learning. For teacher education, it implies that what student teachers are taught links to what teachers in schools need to know and do. That is the rationale for field experience and teaching practice contents of teacher education. In traditional teacher education curricula, the field components take place only in the school system and consist entirely of teaching and other school related activities. Prevocationalization requires that non-school activities become part of field experience of student teachers. Such changes in content call for corresponding changes in the composition of field experience supervisors. The supervision of student field

practice would have to become a shared responsibility between the College Staff and staff of the other instituions involved in the curriculum implementation process. Such non-college staff are likely to be more knowledgeable about their own contents. Joint responsibility calls for good interpersonal professional relationship. Again there are likely tensions but such are the requirements of innovations.

EVALUATION IN PREVOCATIONALISED TEACHER EDUCATION CURRICULUM

Traditionally, educational evaluation has the prime purpose of selecting and regulating entry. According to the National Policy on Education (1981), evaluation by continuous assessment aims at recognizing and nurturing differential talents of students.[22] Continuous assessment therefore implies a shift in assessment emphasis from selection to stimulating effort and developing individuality.

Such a view of evaluation implies that all subjects will be required to include assessed course work in the hope that such coursework will offer opportunity for candidates to demonstrate other than cognitive ability. Candidates will then get credit for more of the regular day to day classrooms work relating to such skills as recording observations, using research and other skills, manipulating equipment and materials etc. These are some of the learning areas ignored by prevailing examination emphasis on factual/ conceptual cognition. Another implication for evaluation by continuous assessment is that examiners will need to provide differentiated questions within papers to reflect the cognitive,affective and psychomotive domains of knowledge. It is only by means such as this that candidates will be encouraged to demonstrate not only what they know but also what they understand, feel and can do. A

corollary implication is that grade criteria would have to be developed to indicate what knowledge, skills and competences are required to attain teacher certification both in theory and practice of the curriculum. Prevocational curricula implies a more comprehensive view of assessment and its modes, contexts and content. No longer will teaching practice provide enough assessment of student teachers' practical knowledge; for no longer is classroom instruction sum total of the teacher's role.

SUMMARY AND CONCLUSIONS

The foregoing is an attempt to conceptualise a teacher education curriculum based on the needs of Nigeria's prevocationalised secondary school system. The resultant curriculum model is a total environments curriculum. It is characterized by:

i Goals/Objectives that focus on developing in trainees intellectual and professional background that is adequate for their assignment and for adaptation to changing situations.

ii Context that extends beyond the College of Education and school system to relevant community establishments and social climate that is mutually beneficial.

iii Input of

a) College tutors who possess not only above average academic but also professional, qualification for educating teachers.

b) Student teachers who have above average academic ability and orientation to teaching as a career.

c) Curriculum content that is not just made up of work related and purely academic subjects but also has infused into it the core concepts of the pre-vocational

curriculum innovation. In sum, a prior need of school curriculum innovations is a reconceptualization of the relevant teacher education curriculum so that it incorporates all the major elements of the innovation and reflects the practical needs of the projected new society.

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